

THE EFFECT OF COMMUNICATION TO CHANGE AND ORGANIZATIONAL TRUST ON READINESS FOR CHANGE (CASE STUDY ON XYZ SCHOOL)

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ABSTRACT

The purpose of this paper is to identify the effect communication to change and trust to the organization of XYZ School to the readiness for change in the academic activity. A series of structured questionnaires conducted to the internal organization members of XYZ School in Jakarta consists of top management, lecturers and academic staffs. The results from the structured questionnaires are analyzed using quantitative analysis. The findings show that XYZ School has a developed sense of readiness to change which affected by effective communication in workplace and honesty in interaction. Internal changes in XYZ School are communicated effectively which made communication to change well implemented. Changes that are considered refreshing can keep the organizational commitment so that the organizational trust can be maintained. This study was conducted in Indonesia and focused only in one place. Despite this limitation, the finding of this study is sufficient to give an overview of organization readiness to change in a private-owned organization. The paper adds to the literature on readiness to change within a private-owned organization. It contributes also to enriched knowledge in organization readiness to change, especially for those who are under go change in the organization.

KEYWORDS: *Readiness for Change, Quantitative Analysis, IT Implementation, Organizational Trust & Communication to Change*

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INTRODUCTION

Change is a necessity that any organization can not be avoided. Change can occur due to many factors, including globalization, technological development and changes in economic conditions that continue to occur (Cummings and Worley, 2008). In the 21st century, organizational change is an important phenomenon that determines the sustainability of an organization, both the public and private sectors (Kalyal and Saha, 2008).

Organizational members are the center of organizational change. This includes aspects of learning about new things by abandoning old attitudes, behaviors and ways of working. Change will not occur without the motivation to change, which is the hardest thing in the change process (Kurt Lewin in Kreitner and Kinicki, 2010). Change is an organizational transformation between two time points (Barnett and Carroll, 1995 in Shah and Sah, 2010), namely the movement of known conditions into new situations that have not been known before (Cummings and Worley, 2008) which will influence attitudes and employee behavior.

Previos research illustrates organization that want to make changes often have an impact that does not always provide benefits (Desplaces, 2005). Abrahamsson (2000) adds that change will lead to a “dramatic” event that must be faced bye every member of the organization. In his research, Desplaces (2005) cites Poras and Robertson (1993) suggested that organizational change policies only 38 percent of positive benefirs for

organizations. Organizational change does not provide direct and substantial benefits for organizational progress, but researchers believe the importance of a change in the organization.

The implementation of information and communication technology systems in the organization's business process is one form of change that is often carried out by organizations in the present. The systems are needed both at the level of individuals and organizations in various fields as a tool for the organization to improve the effectiveness of its performance so that in the end it can become more effective and efficient and also increase competitiveness. In the education system, there are various components of education that are interrelated to achieve the success of national education goals.

Based on *Pasal 35 in Undang-Undang* Number 20 of 2003, nationally regulated education standards are assessed through various aspects and can be used as a reference for the education management that can be developed according to needs. It is also monitored and reported on nationally through the standardization, guarantee and education quality control called BAN-PT (*Badan Akreditasi Nasional – Perguruan Tinggi*). BAN-PT is the only accreditation body that has the authority of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia in quality improvement of universities in Indonesia and has been published in *Permenristekdikti (Peraturan Menteri Riset, Teknologi dan Pendidikan Tinggi)* Number 32 of 2016. The accreditation process helps to determine the feasibility and ensure the quality of tertiary institutions and study programs based on criteria on national standards of higher education externally, both academic and non-academic, and must be independent, accurate, objective, transparent and accountable.

XYZ School is one of the organizational entities that are making organizational changes to improve their effectiveness and contribution to answer challenges faced in the education field. XYZ School is a private education institution which is under the management of an educational foundation located in the Jakarta area. Based on the strategic plan of XYZ School in 2013 to 2017, the management has a target of 'B' accreditation at the end of the strategic period. It is realized with a good results.

Each educational institution is advised to be able to submit two types of accreditation, namely *Akreditasi Institusi Perguruan Tinggi (AIPT)* and *Akreditasi Program Studi (APS)* based on BAN-PT Letter Number 1041 / BANPT / LL / 2017. Starting June 1, 2017, *BAN-PT* can conduct accreditation assessments using the online higher education accreditation system called SAPTO. Institution Accreditation is needed in order to provide assurance that accredited higher education institutions have met the quality standards set by *BAN-PT*. Institutional accreditation can encourage every universities in Indonesia to make continuous improvements and maintain high quality of education. The results from this institutional accreditation can be used as a basis for consideration for transferring credit between universities, providing assistance and funding allocations as well as recognition from other relevant agencies or institutions. Institution accreditation has a variety of instruments that must be fulfilled by every educational institution, namely: forms, report forms containing data and information used and evaluate the quality of a college and self-evaluation, report on process activities carried out by an institution to conduct a critical assessment and self performance.

As of now, XYZ School does not have an institution accreditation because the lack of information and communication. The knowledge of institutional accreditation is still lacking among the internal members of XYZ School. Institutional accreditation is an important thing and must be owned by every education institutes in order to be able to assess and improve through various dimensions, namely: relevance, academic atmosphere, internal and organizational management, sustainability, efficiency and productivity. With the existence of institutional accreditation, XYZ School has recognition from *BAN-PT*, fellow universities and wider community because institutional accreditation will be informed to

all relevant parties.

The results of 'B' accreditation at XYZ School have been maintained well but there is a tendency that the value of this result has been obtained for a long time to become a 'safe level'. The next step is how to make this school to make changes until have an 'A' accreditation result in the next term. Changes must continue to be made in various aspects, one of which is by increasing the usefulness of information technology systems in order to continue to have good value in the community and academic environments such as fellow universities.

In an accreditation assessment, there are many indicators that are used by BAN-PT to evaluate a university. Information systems in universities are one of the indicators of assessment in the accreditation of a college. In this case, XYZ School must utilize the information system to the maximum to support academic activities by being actively used by academics, lecturers and management.

A strategic plan made by XYZ School in the form of a Strategic Plan (Renstra). The period 2013 to 2017 is used as a reference and guide for the implementation of the organization's strategy. One of the basic considerations for making the Strategic Plan is the development of science and technology. This development has triggered productivity and economic growth, thus encouraging decision makers to integrate technology into various policies and activities within XYZ School.

Based on the operational plan of the XYZ School from 2013 to 2017, one of the main programs planned in the field of operations and human resources is the development of an organization with the addition of existing structures. In one target, there are performance indicators in it, the quality of the use of information technology systems for decision making. XYZ School has an initial target in 2013 that 70% of the quality of the use of information technology systems can be realized in making decisions and at the end of planning, in 2017, XYZ School has a 100% level of quality of information technology systems for decision making. In reality, XYZ School only has an information technology system in 2015 and until the end of 2017; the quality of use has not reached the level of 100%.

In addition, XYZ School has ISO 9001: 2008 certification as a support for the management of XYZ School to carry out continuous improvement and quality planning. One of the efforts is continuous improvement and quality planning (quality planning) carried out by the management of XYZ School is the implementation of an online academic technology system that connects students, lecturers and employees.

With the implementation of the information technology system for 2 years, management saw the condition of organizations that lacked readiness for this system change. Management of changes in the XYZ School is important to do, especially with the existence of an information technology system that has been owned since 2015 in order to improve overall organizational performance and provide added value for XYZ School. The management continues to make continuous improvements to this system to continue to be developed to meet the needs of XYZ Colleges in supporting organizational performance.

One of the things that concerns management is the transition from a manual system to a new integrated information technology system using website system. This transition process can succeed if every party in XYZ School actively uses this system and is ready to make changes using the new system. Since the construction of this system, this information technology system has been running and is used by every management, lecturer and employee in XYZ School. Based on this, researchers are interested in conducting research on the effect of change communication and trust in the

organization on change readiness at XYZ School.

LITERATURE REVIEW

Readiness for Change

Organizational readiness refers to organizational members changing their commitment and success to implementing organizational change (Weiner, Amick & Lee. 2008), with the understanding that individuals in the organization are psychologically good to take actions such as ability and ability to change.

Communication to Change

Organizational communication can be defined as the process of transmitting news about work from organizations to employees and through employees (Phattanacheewapul & Ussahawanitchakit, 2008; Chen et al., 2005).

Organizational Trust

The trust of individuals or groups as a whole that individuals or organizations will make every effort, whether expressed or implied, with good ethics to act in accordance with commitments; that honesty in the relationship will be ensured as a consequence of commitment; and that everyone involved will not try to use other people even if they have such opportunities. (Cummings & Bromiley, 1995 in Serap Altuntan & Ulku Baykal, 2010).

RESEARCH METHODOLOGY

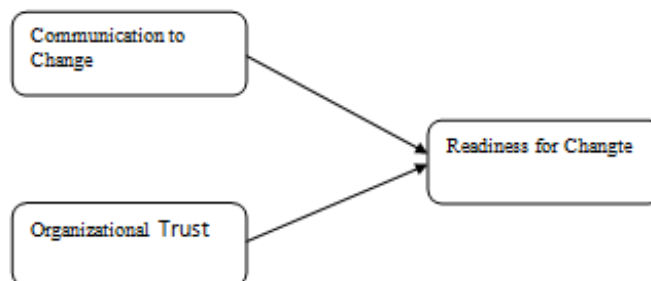
In this study, researchers will conduct by quantitative research. Quantitative research that will be carried out is by distributing questionnaires to every XYZ School lecturer and employee. The independent variable used in this study is communication of change and the level of trust in change while for the dependent variable used is readiness for change. This study will use quantitative research methods, namely research methods that are based on the philosophy of postivism, used to examine specific populations or samples where sampling techniques are carried out randomly in general, data collection uses research instruments, and data analysis is statistical / quantitative in order to test hypotheses that have been predetermined (Sugiyono, 2013).

In this study, researchers used primary data obtained directly in the object of research (Sugiyono, 2013). Analysis of the data used to measure the results of the questionnaire is by using multiple regression tests or multiple linear regression aims to explain the influence of communication to change and organizational trust on readiness for change.

RESEARCH MODEL AND HYPOTHESIS

Model dan Hipotesis Penelitian

Based on the research objectives and variables, the study made the research model as follows:



Source: Ranta, Matthew (2011)

Figure 1: Research Model

Based on the literature review on previous research, researchers can conclude the hypothesis as follows:

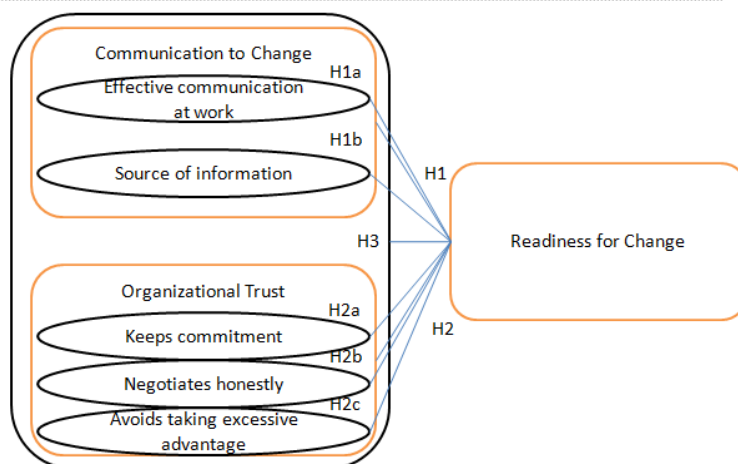


Figure 2: Research Hypothesis

Table 1: Research Hypothesis

H1: <i>Communication to change affects the readiness for change</i>	H1a: Effective communication at work affects the readiness for change
	H1b: Information source influences readiness for change
H2: <i>Organizational trust influences readiness for change</i>	H2a: Maintaining commitment affects the readiness for change.
	H2b: Honest in interacting affects the readiness for change.
	H2c: Not taking excessive profits has an effect on readiness for change.
H3: <i>Communication to change and organizational trust simultaneously influence the readiness for change.</i>	

RESULTS

In this study, the respondents were management, XYZ School lecturers and employees. This research was conducted at XYZ School because most activities that use information technology systems were carried out in this high

school. The study population illustrates that men have a greater percentage (56.3%) compared to women with 48.5% of all members aged between 46 and 50 years. Because the majority of the population is XYZ School lecturers, the percentage of S2 education background is 87.4% with 40.8% of the entire study population working for 11-15 years.

Table 2: Variable Research Result of Readiness for Change

Variable	Dimension	Item	Component	Mean	KMO	Cronbach
Readiness for change	Emotional readiness for change	Item 1	0,902	4,88	0,863	0,850
		Item 2	0,853	4,96		
		Item 3	0,883	4,85		
	Cognitive readiness for change	Item 6	0,602	4,59	0,795	0,716
		Item 7	0,688	4,49		
		Item 9	0,702	5,17		
		Item 10	0,696	5,17		
	Intentional readiness for change	Item 11	0,839	4,88	0,739	0,870
		Item 12	0,930	4,90		
		Item 13	0,915	4,88		

In the dimension of emotional readiness for change (EMRE), items of questions organizations can rely on have the greatest component value. It can be said that this item has the strongest influence on the dimensions of emotional readiness for change (EMRE). This shows that the level of reliability of XYZ School forms an emotional readiness for XYZ School change. Organizational reliability in making changes to new information technology systems makes individuals emotionally moved to be ready to make changes. The implementation of information systems at XYZ School can be relied on by its users, so that it can support emotional change readiness to move to a system that has been integrated online from the manual system that has been adopted for more than 40 years.

In the cognitive dimension of readiness for change (COGRE), items of individual questions within the organization interact fairly about shared expectations with the greatest component value. It can be said that this item has the strongest influence on the dimensions of cognitive readiness for change (COGRE). This shows that interactions within the organization about future expectations shape XYZ School's change readiness in an attitude manner. Interactions about shared expectations fairly make individuals have an attitude that is ready to change using new information technology systems. Continuous interaction is carried out fairly by XYZ School in preparing for changes made through various meeting meetings such as weekly meetings, lecturer meetings and management review meetings. This interaction is done so that every member in XYZ School has the same expectations of changes that occur at XYZ School.

In the intentional readiness for change (INRE) dimension, individual question items within the organization do not take advantage of people who do not have the power to have the largest component value. It can be said that this item has the strongest influence on the intentional readiness for change (INRE) dimension. This shows that the unwillingness of individuals in the organization to take advantage of intentionally forming XYZ School change readiness. Individuals in organizations must focus on change readiness rather than taking advantage of XYZ School. Information systems are made intentionally by management in order to increase readiness for change and reduce the possibility of profit taking from members of organizations that do not have power in the old system that is still manual. With the existence of this information technology system, the intention to take advantage will be reduced.

Table 3: Variable Research Result of Communication of Change

Variable	Dimension	Item	Component	Mean	KMO	Cronbach
<i>Communication of change</i>	Effective communication at work	Item 1	0,743	4,89	0,815	0,787
		Item 3	0,821	4,73		
		Item 5	0,779	4,71		
		Item 6	0,727	4,84		
		Item 8	0,668	4,45		
		Item 9	0,707	4,49		
		Item 11	0,687	4,60		
		Item 15	0,579	4,40		
	Source of information	Item 18	0,725	4,71	0,799	0,819
		Item 19	0,695	4,45		
		Item 20	0,787	3,87		
		Item 21	0,760	4,33		
		Item 22	0,696	5,07		
		Item 23	0,697	4,67		

The results showed a positive relationship between communication to change and readiness for change. These results prove the H1 hypothesis in the study. Previous research argues that readiness for change in organizations is influenced by communication changes (Halgrimsson, 2008). Communication changes from the executive become important so that it is used as a fulfillment of the need for information on changes by members within the organization. Other studies argue that communication in organizations can be used as an indicator of the effectiveness of change by looking at the readiness of individuals to make changes (Elving, 2005).

In the dimensions of effective communication in the workplace, item change questions caused by internal factors have the greatest component values. It can be said that this item has the strongest influence on the dimensions of effective communication in the workplace. This shows that communication with internal organizational changes can support communication effectiveness at XYZ School. Changes in the responsible person in a task and delegation of new tasks are clearly communicated, both formally in meeting and informal forums in the technology of delivering short messages.

In the dimension of the information source, change question items are communicated effectively by the intranet having the greatest component value. It can be said that this item has the strongest influence on the dimensions of information sources related to change. This shows that the XYZ School intranet internal system provides the greatest picture of the source of information related to changes in the organization. XYZ School intranet system needs to be considered better to support the delivery of information through this source. Respondents argue that the intranet system is the most effective source of communication for change at XYZ School.

Table 4: Variable Research Result of Organizational Trust

Variable	Dimension	Item	Component	Mean	KMO	Cronbach
<i>Organizational trust</i>	Keeps commitment	Item 1	0,780	4,93	0,588	0,459
		Item 3	0,788	4,69		
		Item 4	0,601	4,45		
	Negotiates honestly	Item 6	0,625	4,77	0,741	0,716
		Item 7	0,786	4,82		
		Item 8	0,748	4,84		
		Item 9	0,790	4,75		
	Avoids taking excessive advantage	Item 10	0,795	4,41	0,680	0,793
		Item 11	0,894	4,77		
		Item 12	0,859	4,82		

The results of other studies indicate a positive relationship between organizational trust and readiness for change. These results prove the H2 hypothesis in the study. Previous research has argued that trust in colleagues is important in understanding readiness for change in organizations (Eby et al., 2000). Eby et al. (2000) adding that having trust in coworkers can reduce anxiety about accountability in the new work environment so that it can increase individual comfort levels in a change initiative.

In the dimension of keeps commitment, my question item found a refreshing change to have the largest component value. It can be said that this item has the strongest influence on keeping commitment. This shows that a refreshing change can maintain XYZ School's commitment to change. The new changes are needed by XYZ School so that each individual will keep its commitment to continue to believe in the changes that occur with the implementation of information technology systems.

In the dimension of negotiates honestly, item change questions will improve the work of the organization having the greatest component value. It can be said that this item has the strongest influence on the dimension of negotiates honestly. This shows that trust in change that improves organizational work can shape honesty in negotiating in XYZ School. Changes are needed in XYZ School to improve organizational work so that honesty in negotiation can be maintained properly.

In the dimension of avoids taking excessive advantage, the item I want to devote myself to the process of change has the greatest component value. It can be said that this item has the strongest influence on the dimensions of not taking excessive advantages. This shows that service to the change process forms an unwillingness to take excessive advantages. The desire to serve the changes in information technology systems can reduce the intention to take excessive advantages.

Table 5: Adjusted R Square Research Result

Variable	Adjusted R Square
Communication to change	20,2%
Organizational Trust	21,8%
Communication to change & Organizational Trust	25,6%

In this study, readiness for change is not too large as illustrated by communication to change, organizational trust due to a limited population so that data collection must go through a census. Data retrieval through the census method limited the research variables so that readiness for change was limited. Another factor that causes this is the limitation on the scope of the research conducted by researchers by excluding students in this study. The information system is not only used by internal organizations (lecturers, employees and management) but also by XYZ School students. The researcher did this to focus more on the readiness to change the internal parties of the organization which did not include students in it.

Table 6: Research Result of Communication to Change and Organizational Trust Simultaneously

Dimensi	Variabel Terikat	Koefisien	Sig	Keputusan
Effective communication at work	<i>Readiness for change</i>	0,528	0,000	H1a-1 diterima
Source of information		0,083	0,187	H1b-1 ditolak
Keeps commitment		0,088	0,182	H1a-2 ditolak
Negotiates honestly		0,236	0,002	H1b-2 diterima
Avoids taking excessive advantages		-0,056	0,089	H1c-2 ditolak

In the results of the table above, the regression coefficients for all dimensions - effective communication in the workplace, information sources, maintaining commitment, honest in interacting and not taking excessive profits - are each valued at 0.528, 0.083, 0.088, 0.236 and -0.056. The dimensions of effective communication in the workplace have the greatest simultaneous influence compared to other dimensions of the readiness for change variable. The honest dimension in interacting has a positive influence on the readiness for change variable. With these results, effective communication in the workplace and honesty in interacting simultaneously influences XYZ College's readiness for change in the implementation of information technology systems.

CONCLUSIONS

Based on the research objectives that have been formulated which aim to determine the effect of communication to change and organizational trust on readiness for change in XYZ School, researchers concluded that communication change (communication to change) has a significant positive effect on readiness for change, so H1 is accepted. The dimensions of effective communication in the workplace have a positive influence on readiness for change and have a satisfied (high) satisfaction level. This dimension has a greater influence on readiness for change compared to the information source dimension which also has a positive influence on readiness for change and has satisfied (high) satisfaction levels. Communication changes through the intranet can improve communication of change within the XYZ School. Organizational trust has a significant positive effect on readiness for change, H2 is accepted. The dimension of keeps commitment has a positive influence on readiness for change and has a high level. The negotiate honestly dimension has a positive influence on readiness for change and has a high level. This dimension has the greatest influence on readiness for change compared to other organizational trust dimensions.

Communication change (communication to change) and trust in the organization (organizational trust) simultaneously affect the readiness for change, H3 is accepted. The dimensions of effective communication in the workplace in the change communication variable have the greatest positive influence on readiness for change. The honest dimension in interacting in the variable trust in the organization has a positive influence on readiness for change. The dimensions of the source of information in the change communication variable and the dimensions of maintaining commitment and not taking excessive profits in the trust variable of the organization do not have a significant effect on readiness for change. In order to increase readiness for change in XYZ School, management needs to pay attention of how effective communication is in the workplace and how honest interactions that occur between organizational members in XYZ School.

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